|  |
| --- |
| **Unit: The History of France** |
| **Topic: Versailles** |
| **Type of Writing: Semi-Formal (level 2)** |
| **Timeframe: 2 class periods** |
| **Plan:**   * **Students will view the video “Versailles” (Educational Video, Huntsville, Texas, 706v). Students will write notes while watching the video. Students will use the “reporter’s Notes” worksheet [Adapted from: Tools for Thought, Jim Burke, Heinemann, Portsmouth, NH, 2002]** * **In small groups, students will share their notes with their classmates. Students may add to their notes based upon their classmates’ observations. Students will create a list of the top ten most interesting points in this documentary.** * **We will have a whole class discussion to share each group’s top ten most interesting points.** * **Students will have a mini-lesson on narrative writing. Students will read two worksheets titled “A Glossary of Good Beginnings” and “A Glossary of Happy Endings” [Steve Peha, 2003] - Students will then write a RAFT. Here is the prompt they will use:**   **You are an English citizen of nobility in 1687. You are part of a diplomatic envoy that has been invited to visit Versailles king Louis XV. You keep a journal of your visit to Versailles. Write about your strongest and most interesting impressions of this visit.**   * **Students will peer-edit each other’s work.** * **Students will share their work in small groups and then to the whole class.** |
| **Materials:**  **Reporter’s Notes worksheet, “A Glossary of Good Beginnings” and “A Glossary of Happy Endings” worksheets, “Student Friendly” 6 trait rubric worksheet: ideas, word choice, conventions, organization, voice, and fluency.** |

M. Gabriele Nom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Français 8 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Versailles” (Video) - ‘Reporter’s Notes’

**WHO?** (is involved or affected) Most important **WHO**

**WHAT?** (happened) Most important **WHAT**

**WHERE?** (did it happen) Most important **WHERE**

**WHEN?** (did it happen) Most important **WHEN**

**HOW?** (did they do it or did others respond) Most important **HOW**

**WHY?** Did they do this, react this way) Most important **WHY**

**SO WHAT?** (Why is this event/info/idea important?) Most important **SO WHAT**